

STUDENTS' ENGLISH LEARNING STRATEGIES IN SPEAKING SKILL

THESIS

Submitted in Partial Fulfilment of the Requirement for Degree of
Bachelor of Education in English Education Department



By:

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Finally, I realize that this thesis is far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial for everyone. Aamiin.

Semarang, 12 Mei 2020

The Researcher

Fitrotun Nisa

1503046061

MOTTO

Everyone has their own way of life. Don't ever be jealous and hate it. It could be when we try to catch up we will get lost or fall. Walk slowly and on your own way.

(My beloved father)

When you have taken a decision, always put your trust in Allah

(Q.S Ali Imran: 159)¹

¹ Holy Qur'an, "*Tikrar*", Surah Ali Imran Verse 159

ABSTRACT

Nisa, Fitrotun. 1503046061.2020. Students' English Learning Strategies in Speaking Skill. Thesis. English Education Department, Education and Teacher Training Faculty, Universitas Islam Negeri Walisongo, Semarang. Advisors: Dr. Hj. Siti Mariam, M.Pd and Nadiah Makmun, M.Pd

This research discusses the students' learning speaking strategies by the students (*santri*) in the Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan, Semarang. This research is aimed at explaining the students' learning strategies in speaking skill also the strengths and the weaknesses of the learning strategies used by the students (*santri*) in the Islamic Boarding School of Tahfidz Darr Alqalam, Ngaliyan, Semarang. In conducting this research, the research used descriptive qualitative research. In collecting the data, the researcher used observation and interview. The data were analyzed by reducing data, display the data and drawing the conclusion. The result of this research shows that: (1) the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. In metacognitive strategies, the students use four strategies, namely: selective attention, self- management, self- monitoring, and self-evaluation. In cognitive strategies, the students used ten strategies, namely: Resourcing Translation, Repetition, Grouping, Deduction, Imagery, Auditory Representation, Keyword method, Inferencing, Note taking and summarizing. And in socio-affective strategies, the students used two strategies namely: cooperation and question for clarification. (2) The strengths for the students are they got many new vocabularies, they could speak English fluently, they knew how to pronounce the words, and they more confident in speaking English. Beside the strengths the students also have the weakness. They are low in their grammar because they more focus on their speaking and tend to ignore the grammar.

Keywords: language learning strategies, speaking skill.

DEDICATION

In the name of Allah the beneficent and the merciful. This thesis is dedicated to:

1. My beloved father, mother, and brother.
2. All of my teachers.
3. My big families and all of my friends

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, reasons for choosing the topic, research questions, objectives of the study, and significance of the study.

A. Background of the Study

English is an international language learned in many countries all over the world. Many people learn to master it because many aspects in modern life cannot be separated from English,² such as politics, economics, trades, and cultures. English has a wide contribution to the educational field, because it is like the key of the knowledge and science. English is also a gateway in exchange information and transaction.

Using English to communicate may also help people to know, understand, and respect each other those who different background such as language cultures, lifestyles, etc. Due to the importance of English, Indonesian government has decided to choose English as a subject from the elementary schools, even

² Muhammad Nafi Annury, “The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department”, *Register Journal*, (Vol. 6 No. 2, 2013), p. 200

several kindergartens put English as subject, in order to develop the students' English competence.³

Then the students are required to master four English skills. Those four skills are listening, speaking, reading, and writing.

Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. Speaking also becomes a primary factor, because people judge one's English competency through his speaking. If a student can speak English well, it indicates that he masters English.⁴

However, speaking is not an easy skill to be mastered by learners. Some students consider speaking as the most difficult skill when they learn a foreign language since it needs great courage as well as preparation to speak well in the new language⁵, and they have to learn about the grammatical,

³ Lailatul Rohmalia, (NIM: 261062263, Islamic Education and Teacher Training Faculty), *Thesis*: "A Study on Language Learning Strategies at The Eighth Grade in MTs N Fillial Popongan academic year 2014/2015" (Surakarta: IAIN Surakarta, 2017), p.2

⁴ Muhammad NafiAnnury, "The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department", *Register Journal*, (Vol. 6 No. 2, 2013), p. 200

⁵ Armasita, (NIM: 34133009, Faculty Tarbiyah and Teacher Training), *Thesis*: "Improving Students' Speaking Skill in English Lesson With Action

pronunciation, and vocabulary at the same time. On the other hand, in receiving the lesson, especially English, some students face some difficulties. The difficulties faced by the students are not the same.

Every student has different ability to catch the material. They have their own ways to be able to understand the lesson. There are students who find difficulties to understand their teacher explanation. They don't like if the teacher talks too much in the class. But the other students cannot understand the lesson without the teacher explanation in detail.⁶

Therefore, the students have different strategy in studying. Theoretically, the way of learning is called learning strategy. Every student has their own ability and learning strategies. But there are different achievements of speaking ability. Some of them are fluent in speaking, because they have good grammar, enough vocabulary, and good pronunciation but others are unable to speak English, because they don't have enough

Learning Strategy at Eight Grade of MTs PAB 1 Helvetia", (Medan: UINSU, 2017),p.3

⁶ Mifta Alfiyanaini, (SRN. 12.322.1.187, Islamic Education and Teacher Training Faculty), *Thesis*: "A Study on Students Learning Strategies in Speaking Skill of the Eleventh Grade Students in MAN 1 Surakarta Boarding School in the Academic Year 2015/2016", (Surakarta: IAIN Surakarta, 2017), p.3

vocabulary and poor on grammar.⁷ Understanding speaking depends on themselves in learning speaking.

In brief, the researcher assumed that there must be a correlation between students learning strategies and their speaking skill. Al-Qur'an as a guide and guideline for the human had given outlines about education, especially regarding learning methods and teaching methods. Allah said in surah An-Nahl verse 125,⁸

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ
هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided”.⁹(Q.S. An-Nahl/16: 125)

This verse related to the *dakwah* of our Prophet Muhammad SAW. The word “*ud'u*” (the origin of the word from *da'a-yad'u-da'watan*) in Arabic means to invite, or call. In the study of *dakwah*, then there are principles in using the strategies of

⁷ Mifta Alfiyanaini, p.4

⁸ Holy Quran, surah An-Nahl verse 125.

⁹ English translate of An-Nahl verse 125. <https://quran.com/16/125>, accessed at April 18th 2020.

dakwah, they are *hikmah*, *mauidlhoh hasanah*, and *mujadalah*. This strategies is spread into the principles of various systems, various strategies including in the communication also in the education. All of the *dakwah*, communication and education usually refer to this verse as a basic principle, so that it is known to be a "strategies".¹⁰

This research is about learning strategies, especially in speaking skill, it is important to study because learning strategies empowered learner to manage their own learning. Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence and motivation in learning process.¹¹ By knowing their learning strategies, students will be able to improve their skill, especially in speaking skill. Besides that, learner will also be aware of the strategies that might be more

¹⁰ Mcdens14, Metode Pembelajaran dan Pengajaran dalam Surat AlQur'an. <https://mcdens13.wordpress.com/2010/07/08/metode-pembelajaran-dan-pengajaran-dalam-surat-al-qur'an/>, accessed at April 18th 2020.

¹¹ Hong Shi, "Learning Strategies and Classification in Education", *Institute for Learning Styles Journal* (Volume 1, 2017), p.24

beneficial to be used and which strategies that do not really give significant influence.¹²

Many researchers have done research on the language learning strategies, like Eka Wahyu Saputra and Nanang Bagus Subekti. They did the research about language learning strategies by the title “A Study of the Speaking Learning Strategies Used by English Education Department Students fourth semester, at the English Education Department of Sarjanawiyata Tamansiswa University in academic year 2015/2016.”. This research was aimed to describe the speaking learning strategies which were used by the English language students in the fourth semester.

Other researchers who also study about learning strategies, it's Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim by the title “Exploring Students’ Learning Strategies in Speaking Performance”. This research aimed to identify the types of learning strategies were adopted by the students of English department in learning to speak. Both of the research and my research was study about learning strategies, but my research was for the students in the Islamic boarding which most of them

¹² Lailatul Rohmalia, (NIM: 261062263, Islamic Education and Teacher Training Faculty), *Thesis*: “A Study on Language Learning Strategies at The Eighth Grade in MTs N Fillial Popongan academic year 2014/2015” (Surakarta: IAIN Surakarta, 2017), p.3-4

didn't know English well and English is the study that seldom teach in Islamic boarding especially in *tahfidz* boarding school.

The students consider that the English lesson is a difficult subject,¹³ also for the students in Islamic boarding school of *tahfidz* Darr Alqalam Ngaliyan, Semarang. The problems are the students feeling difficulties in learning English, because English not as mother tongue. Beside that many students are minimal master the vocabulary so that the difficulties in understanding English.

Sometimes, students seem confused in conveying the ideas that they want to say because they are constrained by a lack of memorization of vocabulary. They tend to be hesitant in what to say next and have less confident.¹⁴ Then, the students need a strategy when they want to get a better second language acquisition. Strategy is an important part for learners to achieve a task. This strategy is useful for learner when it is suitable with the learner's task and fits with the learner's learning style.

In this research the researcher conducted the research in Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan, which has ability

¹³ Inggil Tiara, Octaviana Rayinda, and Eva Rahmah Dewi Puspitasari, "The Use of Codenames Game to Help Students in Learning Vocabulary", *Vision: Journal for Language and Foreign Language Learning* (Vol.8, No.2, 2019),p.101

¹⁴ Inggil Tiara, Octaviana Rayinda, and Eva Rahmah Dewi Puspitasari, p.104

in speaking skill. Based on the observation the students in Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan are good language learning. They can produce English language very fluent and implement the component of the speaking. They have some strategies in improving their speaking skill. Such as they planning the concept before they present their speech or they had to intimate the foreign language dialect in mastering their speaking skills.

Based on the problems and conditions were conducted above, this investigation was continued under the title *A Study on the Students' Learning Strategies in Speaking Skill*.

B. Reasons for Choosing the Topic

The writer is interested in learning strategy because it is still rarely studied by English Education Department Students of UIN Walisongo, especially in the Islamic boarding school of *tahfidz*. The researcher feels that this Islamic Boarding School is unique and the best. Because almost of the *santri* in this boarding memorize Quran, but also learn English and use English in their daily conversation.

The writer also feels that learning strategy in speaking is important to research because the result of the research can open our mind, that appropriate learning strategy has an important role in the success of learning, because every student will have a different way of speaking because of student have different

psychology, personality, biological aspects, and background knowledge.

This important to research because the result can open our mind that in the Islamic boarding School of *tahfidz* can develop English competence *santris*', cause some boarding of *tahfidz* there isn't English material. Also in this boarding not only learn about religion but also other knowledge, like English. This research also can innovate other learning strategy in English competence, especially in speaking skill.

C. Research Question

Based on the background of the study above, the problems of the study are as follows:

1. What are the students' learning strategies in speaking skill at Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan, Semarang?
2. What are the strengths and weaknesses on the students' learning strategies in speaking skill at Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan, Semarang?

D. Objectives of the Study

1. To describe the learning strategies in speaking skill that used by *santris*' at Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan, Semarang.

2. To explain the strength and weakness of the learning strategies that used by *santris*' in speaking skill at Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan, Semarang.

E. Significances of Study

The result of this study hopefully can give some benefits not only theoretically but also practically go to;

1. Teacher educators.

Theoretically, teacher educators can add various concepts of learning strategy horizons used by students in learning English as a foreign language, especially in reading skill. Practically, teacher educators can practice concepts and understandings related to learning strategies to better understand students.

2. Students.

Theoretically, students understand kinds of learning strategy in speaking skill in order to accelerate and enhance their comprehension. Practically, the benefits for the students may practice the concepts for understanding learning English to get satisfaction result.

3. Other researchers.

Theoretically, it is as input or comparison of different types of learning strategies in speaking skill. Practically,

other researchers may practice or choose variety of strategies to learn and develop, explore, criticize, and examine other aspects related to the kinds of learning strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some theories related to the research. They are previous research, literature review, and conceptual framework.

A. Previous Study

The researcher chose some sorts of literature about previous researches which are relevant to this current research. The researcher used some previous researches as guidance:

- a.** “Learning Strategies Employed by Successful Students in Developing English-Speaking Performance” by Heriyanti Tahang, Sarmin Yuliana A, and Taslim (Universitas Muhammadiyah Sorong, 2018).¹⁵ This research aimed to discover the language learning strategies used by successful students in developing speaking performance at English Language Education Program in Universitas Muhammadiyah Sorong. This research used qualitative method in the form of descriptive qualitative. The participants of this research were taken from the third

¹⁵ Heriyanti Tahang, Sarmin Yuliana A, and Taslim, “Learning Strategies Employed by Successful Students in Developing English-Speaking Performance”, *E-Journal Qalam : Jurnal Ilmu Kependidikan*, (Vol. 7 No. 1 Juni 2018).

semester of English Language Education Program in Universitas Muhammadiyah Sorong with the total 6 students. Based on the data gathered, the result showed that the students applied both of Direct and Indirect learning strategies in developing their speaking English Language Education Program in Universitas Muhammadiyah Sorong, namely social strategies, metacognitive strategies, affective strategies in Indirect Strategy and memory strategies, cognitive strategies, and compensation strategies in Direct Strategy. From those of six strategies applied, most of the students tended to apply Indirect Strategy that was social strategies by asking help, working in pair, practicing with the proficient user of English and making small group discussion. This previous research, however, has similarities and differences with my current research. Then this previous research have differences in having aim, strategies used by researcher, and subject of the research. The subject of this researcher is the English department students in the 3rd semester, but in my researcher is the students in Islamic boarding school. Nevertheless, both my current study and a previous research have the similarities. This previous research is similar to my research which discusses learning strategies and the data collection.

- b.** “Exploring Students’ Learning Strategies in Speaking Performance” by Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim,¹⁶ (Universitas Muhammadiyah Sorong, 2018). This previous research aims to explore learning strategies used by students in speaking performance. To identify the types of learning strategies were adopted by the students of English department in learning to speak, the authors prepared journal logs with specific questions related to learning strategies. The researcher used qualitative design in this research. The result of this research showed that students of the third semester of English department frequently used memory strategies in learning speaking. The second was metacognitive strategies followed by social strategy in the third rank. The fourth was affective strategies and compensation strategies in the fifth rank and followed by cognitive strategy in the sixth rank. This previous research, however, has similarities and differences with my current research. Then this previous research have differences in having aim, strategies used by researcher, subject of the research and the data collection. This previous study aimed at exploring the strategies are

¹⁶ Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim, “Exploring Students’ Learning Strategies in Speaking Performance”, *International Journal of Language Education*, (Vol. 2 No. 1, 2018)

employed by the students in speaking performance, the factors influence students' learning strategies and the roles that the lecturer does in enhancing students' speaking performance. While my study is focused on the learning strategies in speaking skill that used by the students in the Islamic boarding school, also the strength and the weakness. Nevertheless, both my current study and a previous research have the similarities. This previous research is similar to my research which discusses learning strategies and using qualitative research. The other similarity is the variable of the research that there are two variable learning strategies and speaking skills.

- c. "A Study of the Speaking Learning Strategies Used by English Education Department Students fourth semester, at the English Education Department of Sarjanawiyata Tamansiswa University in academic year 2015/2016." By Eka Wahyu Saputra and Nanang Bagus Subekti¹⁷, (Sarjanawiyata Tamansiswa University, 2017). This previous study was aimed to describe the speaking learning

¹⁷ Eka Wahyu Saputra and Nanang Bagus Subekti, "A Study of the Speaking Learning Strategies Used by English Education Department Students fourth semester at the English Education Department of Sarjanawiyata Tamansiswa University in academic year 2015/2016", *Journal of English Language and Language Teaching (JELLT)*, (Vol.1 No.1, 2017).

strategies which were used by the English language students in the fourth semester. The result of this research shows that almost all of the strategies proposed by Oxford (1990) were used by the students such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Moreover, it showed a significant correlation between the speaking learning strategies used by the students and the result of the assessment. This previous research is similar to my research which discusses learning strategies in speaking class. The other similarity is the variable of the research that there are two variable learning strategies and speaking skill. However, it has some differences, the subject of this research is the fourth semester of English Education Department but in my research the subject is the Students in the Islamic boarding school and another difference is about the research design, in this reserach used mix method qualitative and quantitative but in my research using a qualitative method.

- d.** “English Learners’ Strategies in Learning Speaking Skill (A Study of Undergraduate Student of English Education Study Program at Bengkulu University in 2016/2017

Academic Year)”, (Bengkulu University, 2017).¹⁸ The aim of this research was to find out the strategies used by the English Education Study Program students in learning speaking skill. It was designed as a descriptive quantitative research. The data were collected by using a set of questionnaire. There were 30 statements of speaking learning strategies which consisted of three categories of learning strategies proposed by O’Malley and Chamot (1990). They were metacognitive strategy, cognitive strategy, and social affective strategy. The instrument of this research was adapted from Liao and Chiang (2004). The result of this study showed students of English Education Study Program preferred to use all category of that learning strategy. This previous research is similar to my research which discusses learning strategies. The other similarity is the students use O’malley and Chamot’s learning strategies. While this previous research is different with my research in the subject of the research, research design, and data collection. This research used quantitative but in my research using a qualitative method. Also this

¹⁸ Venti Septika Trialoka, Hilda Puspita, and Syafrizal Sabarudin, “English Learners’ Strategies in Learning Speaking Skill (A Study of Undergraduate Student of English Education Study Program at Bengkulu University in 2016/2017 Academic Year)”, *Journal of English Education and Teaching (JEET)*, (Vol.1. No.1, 2017)

research use questionnaires in the collecting data, while my research use interview.

- e. “Students’ Learning Strategies for developing Speaking Ability” by Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa (Syiah Kuala University, 2015).¹⁹ This research described about the different learning strategies used by high speaking performance students and low speaking performance. The result of the research shows that high speaking performance students used more learning strategies compared to those with low speaking performance. This previous research has similarities with my study. The first similarity is the design of the research that uses descriptive qualitative research. The second similarity is the variable of the research that there are two variable learning strategy and speaking skill. Beside the similarities, there are also some differences between the research and this research. In this journal focused on high speaking performance and low speaking performance. On the contrary, this research focused on high speaking performance student in Islamic boarding school of *tahfidz* Darr Alqalam. The other difference is in the previous didn’t

¹⁹ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, “Students’ Learning Strategies for developing Speaking Ability”, *Studies in English Language and Education*, (Vol.2, No.1 March 2015).

show about the strengths and the weaknesses but in this research shows about the strength and weaknesses.

B. Theoretical Review

1. Language Learning Strategy

a. Learning Language

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience.²⁰

Manser (1995) says learning is relatively permanent change in a behavioural tendency and as the result of reinforced practice. Learning is an activity to gain knowledge or skill. Therefore, learning is the process by which skills, knowledge, attitude, and behaviour are formed and developed.²¹

²⁰ Dale H. Schunk, *Learning Theories; An Educational Perspective*, (Boston: Pearson Education, 2012), p.2

²¹ Muhammad Nafi Annury, "Students' Learning Styles: An Ethnographic Case Study at UIN Walisongo Semarang", *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, (Vol. 2, Issue. 1 July 2016), p.2

It takes place as a result of education, training and socialization.

According to Hamalik, learning is a combination of materials, amenities, equipment, and procedures that influence each other.²² Human involved in the learning system that consist of students, teacher, and others such as materials, facility, equipment, and procedure. All of these included in the human learning process. Language plays an important role in human life. Language serves three very important functions in life. Language allows people to communicate with others.

Just imagine how difficult life would be if people could not express the ideas to family or friends. So, by using language people can interact with others. Klein said, “Language is a means of communicating our thoughts, feelings and interactions to other people”.²³

Consequently, learning about language is needed to make people have a good communication each other.²⁴

²² Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2013), p.57

²³ Hong Shi, “Learning Strategies and Classification in Education”, *Institute for Learning Styles Journal* (Volume 1, 2017) , p. 25

²⁴ Astrit Itania, (NIM: 3213093046, Departement of Islam Education), *Thesis*: “Learning Strategies Used by the Student of Acceleration Class in

Rubin in Freeman stated that: Good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. They attend to both the meaning and the form of their message. They also practice and monitor their own speech as well as the speech of others.²⁵

Language facilitates the learning process. By using language, the learners are able to understand and get their aim in learning process. Learning English as a second or foreign language is different from other subject because it is a long and complex undertaking. In learning second language, the language learners not only study about reading and memorizing some vocabularies but also study about grammatical competence, cultural differences and socio-linguistic features.²⁶

b. Learning Strategy

According to *Oxford Dictionary*, *Learning* means “the acquisition of knowledge or skills through study,

Speaking English at MAN 3 Tulungagung”, (Tulungagung: State Islamic Institute of Tulungagung, 2014),p.22

²⁵ Yvone and Freeman, *Whole Language for Second Language Learners*, (Fresno Pacific College: Heinerman 2001), p. 159.

²⁶ Astrit Itania, p.23

experience, or being taught”.²⁷ Learning is an activity or work, which is done by the learner during the teaching learning process to get the knowledge (Brown, 2000:18). Learning can be defined as an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation or innate response tendencies.²⁸

Wenden and Rubin define that learning strategies consist of several following preparations, operations, and steps, plans used by the learner to facilitate obtaining the use of information available.²⁹ Learning strategies are also illustrated by O'Malley et al. as personal thoughts including behaviours used by learners to help them comprehend, learn, or retain new information.³⁰

²⁷ Oxford Dictionary.

<https://www.oxfordlearnersdictionaries.com/definition/english/learning?q=learning>. Accessed at 2nd November 2019

²⁸ Lailatul Rohmalia, (NIM: 261062263, Islamic Education and Teacher Training Faculty), *Thesis*: “A Study on Language Learning Strategies at The Eighth Grade in MTs N Fillial Popongan academic year 2014/2015” (Surakarta: IAIN Surakarta, 2017), p.11

²⁹ A. Wenden and J. Rubin, *Learning strategies in language learning*. Prentice-Hall International, 1987.

³⁰ Muhammad Nafi Annury, Januarius Murjiyanto, Mursid Saleh and Djoko Sutopo, “The Use of Metacognitive Strategies in EFL Reading Comprehension”, *Social Science, Education, and Humanities Research*, (vol. 343), p.63

Learning strategies are the total effort that students need to process, understand, and adopt the information introduced in learning-teaching processes or their proper preparation.³¹ As it is understood from definitions, learning strategies include more than one activity.³² Furthermore, the learning process is influenced by several factors, such as the social context, student's motivation, age, capabilities, and learning opportunities (Spolsky, 1989).

Those factors enable the language learner to increase the knowledge in at target language. Besides, this can be related to the language learning strategies mention by Oxford (2003) who argued that, social, affective and metacognitive strategies may influence on the student language acquisition process. Language learning strategies could determine the English students 'proficiency.

Therefore, experts have proposed the number of classifications and various definitions for language learning strategies of which the one O'Malley and Chamot state that "learning strategies are special

³¹ E. Diener, R. Inglehart and L. Tay, "Theory and Validity of Life Satisfaction Scales," *Soc Indic Res.*, (vol. 112, no. 3, pp. 497–527, 2003)

³² Muhammad Nafi Annury, Januarius Murjiyanto, Mursid Saleh and Djoko Sutopo, "p.63

thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”³³. Oxford also points out learning strategies are specific actions taken by learners to help their learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable³⁴. Offered by Oxford (1990) has achieved remarkable interest. In Oxford’s taxonomy strategies are divided into six categories of strategies: memory, cognitive, compensation, Metacognitive, Affective, and Social³⁵.

Based on Brown, strategy is a specific method in approaching a problem or manipulating information to achieve the goals.³⁶ In education, gradually, the concept of strategy has a big influence on it. The good of learning is the learning itself makes the learners become good people and act nobly. By learning, the learners are

³³ O’Malley, J. M. & Chamot, A.U, *Learning Strategies in Second Language Acquisition*, (Cambridge: Cambridge University Press, 1990), p. 1

³⁴ Oxford, R. L, *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House, 1990), p. 8

³⁵ Bahador Sadeghia. Mohammad Taghi Hassani, and Ahmad Dashtaki Hessari, “On the Relationship Between Learners’ Needs and Their Use of Language Learning Strategies”, *Procedia - Social and Behavioral Sciences* 136 (2014), page 256

³⁶ H. Douglas Brown, *Principles of Language Learning and Teaching* (Fifth Edition), (New York: Pearson Education, 2007), p.119

expected to have not only be better understanding to certain knowledge but also a better personality since the exact purpose of education is to educate both academic and spiritual sides of the student.

c. Language Learning Strategies

Language knowledge stems from two sources: what is learned and what is acquired. Learning is the conscious process of studying and intellectually understanding the grammar of the second language.³⁷ According to Weinstein and Mayer in Macaro stated that language learning strategies are what learners engage during learning involving behaviors and thoughts³⁸.

O'Malley and Chamot (1990:1) state that "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".³⁹

³⁷ Lalu Thohir, "Motivation in a Foreign Language Teaching and Learning", *Vision: Journal for Language and Foreign Language Learning* (Vol.6 No.1),p.21

³⁸ Ernest Macaro, *Learning Strategies in Foreign and Second Language Classroom*, (Great Britain: CPD, Ebbw Vale, 2011), p. 17.

³⁹ Mifta alfiyana, (SRN. 12.322.1.187, Islamic Education and Teacher Training Faculty), *Thesis: " A Study on Students Learning Strategies in Speaking Skill of the Eleventh Grade Students in MAN 1 Surakarta Boarding*

Oxford (1990:8) also points out learning strategies are specific actions taken by learners to help their own learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable.⁴⁰ Based on some explanation by the experts above, it can be summarized that the definition of language learning strategies are all the actions involving behavior, steps, techniques and thoughts of the learners during the language learning in order to achieve better learning language.

d. Classification of Language Learning Strategies

In learning a new language, communicative competence becomes the main goal and strategies involve in the way to accomplish it. Oxford defined some basic features of learning strategies emphasizing in strategies that are not only focused on the development of communication competence in foreign language learning that can be seen on bellow:⁴¹

Strategies influence students' habit in learning

School in the Academic Year 2015/2016", (Surakarta: IAIN Surakarta, 2017), p.30

⁴⁰ Mifta alfiyana, p.31

⁴¹ Hong shi, "Learning Strategies and Classification in Education", *Institute for Learning Style Journal* (Volume 1. 2017), p.25

because it allows students to be independent students and learn responsibly. To make students learn independently and responsibly, teachers have the new roles to make it happens. Teacher is expected to be someone who can identify students' learning strategy and train them in learning strategies. In learning activities, many problems will occur where strategies, as a tool, contribute to solve them. Based on the problems that occur, students will also take specific actions or behavior in solving their problem to improve their learning.⁴²

Language learning strategies are not only talking about cognitive aspect but also many aspects of learners, such as metacognitive, affective, and social. Those other aspects influence indirectly to students learning while a language itself affect directly and both have an equal position to support each other. Not all language learning strategies are visible. There are several strategies that cannot be seen even teachers observe them intensively,

⁴² Nurliana Oktaviani Lestari (NIM: 109014000087 Faculty of Tarbiyah and Teachers' Training), *Thesis*: "Language Learning Strategies of English Education Department of FITK (A Comparison Descriptive Study at the Fourth and the Sixth Students)", (Jakarta: Syarif Hidayatullah State Islamic University, 2015), p.8

such as memorizing or some strategies are used outside the class.

When strategies are used, it is usually used consciously. To use appropriate strategies consciously, training of strategies are need to learn and apply the suitable strategies in any situation. Many strategies are used as much as situations happen. In applying strategies, there is no guaranteed to follow the steps for every situation. It depends on students' flexibility in the way their learning activities. In addition, language learning strategies are affected by many factors, inside and outside the learners like motivation.⁴³

e. The Kinds of Language Learning Strategies

There are many linguists differentiate on the categorization of learning strategies. They have different opinion on classifying it. Based on O'Malley and Chamot strategies applied to plan for learning and thinking about the learning process, monitoring production and comprehension as well as evaluation after the completion of an activity. Among the **first**, meta-cognitive strategies, it is possible to include

⁴³ Nurliana Oktaviani Lestari, p.10

advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation⁴⁴.

Second, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.⁴⁵ **Third**, socio-affective strategies have to do with social mediating activities and interacting with others.

1) **Metacognitive strategies**

O'Malley and Chamot divided Metacognitive Strategies into three sets of strategies they are centering your learning, arranging and planning

⁴⁴ Cristina Ungureanua & Corina Amelia Georgescu, "Learners Strategies in Language Learning", *Procedia - Social and Behavioral Sciences* 46 (2012), p. 5001

⁴⁵ Abdolmaujud a Hardan, "Language Learning Strategies : a General Overview", *Procedia - Social and Behavioral Sciences* 106 (2013), p. 1719

your learning, and evaluating your learning⁴⁶. Wenden and Rubin (1987) Examine how learner regulates their learning by planning, monitoring, and learning their learning activities. Metacognitive strategies refer to regulate, or self-directed learning such as planning, goal setting or self-management.⁴⁷Rubin (1987) in Hong Shi (2017) identified six direct learning strategies compared with indirect strategies⁴⁸:

- a) *Clarification/verification strategies*, including asking for verification or confirmation for the language rules.
- b) *Guessing/inductive reasoning*, which can be used to infer meaning based on what students knew in the language.
- c) *Deductive reasoning*, which refers to learners by using rules or knowledge of the language to deduce hypotheses about the language forms.

⁴⁶ O'Malley, J.M. & Chamot, A.U, *Learning Strategies in Second Language Acquisition*, 1990, Cambridge: Cambridge University Press, page 44-45

⁴⁷ Hong Shi, "Learning Strategies and Classification in Education", *Institute for Learning Styles Journal* (Volume 1, 2017) , p. 28

⁴⁸ Hong Shi, p.27

- d) *Practice*, which can be used in repetition or applying rules or focusing on the accurate use of language rules.
- e) *Memorization*, which refers to use techniques to store and retrieve new information.
- f) *Monitoring*, includes identifying and correcting errors.

In addition, O'Malley in Wenden and Rubin in Al Azmy provide an extended list of planning strategies: self-management, advance preparation, advance organizer, directed attention, selective attention, and delayed production.⁴⁹

- a) *Self-management*: Understanding the conditions that help students and arranging for the presence of those conditions. For example, the students make calm conditions when studying in the classroom or outside of class.
- b) *Advance preparation*: It is planning for and rehearsing the linguistic components necessary to carry out an upcoming

⁴⁹ Hidayat Al Azmi, "The Students' Language Learning Strategies in Reading and Speaking", *Jurnal Al-Ta'lim, Jilid 1*, (Nomor 2 Juli 2012), p. 125

language task. For example, a student makes summaries of the materials to prepare the final exams.

- c) *Advance organizer*: It is previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle. For an example students review before they go into class.
- d) *Directed attention*: It is deciding in advance to attend in general to a learning task and ignore irrelevant distractors.
- e) *Selective attention*: It is deciding in advance to attend to specific aspects of input, often by scanning for keywords, concepts, and linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the dialog.
- f) *Delayed production*: It is checking the outcomes of one's language learning against a standard after it has completed. For example, the students try to speak with a

foreign tourist to practice the speaking skill.⁵⁰

Metacognitive strategies refer to learners' behavior in centering, arranging, planning, and evaluating their learning. Metacognitive strategies encompass a) paying attention; b) delaying speech production to focus on listening; c) organizing; d) setting goals and objectives; e) planning for language task; f) self-monitoring, and g) self-evaluating.

2) **Cognitive Strategy**

Chamot and O'Malley in Murcia stated that cognitive strategies enable the learner to manipulate the language materials in direct ways.⁵¹ O'Malley and Chamot divided cognitive strategy into four parts, namely practicing receiving and sending messages, analyzing and

⁵⁰ Hidayat Al Azmi, "The Students' Language Learning Strategies in Reading and Speaking", *Jurnal Al-Ta'lim, Jilid 1*, (Nomor 2 Juli 2012), p. 126

⁵¹ Astrit Itania (3213093046, Departement of Islam Education), *Thesis*: "Student Learning Strategies Used by the Student of Acceleration Class in Speaking English at MAN 3 Tulungagung", (Tulungagung: IAIN Tulungagung, 2014), p.37

reasoning, and creating structures for input and output.

Practicing consists of 1) repeating, rehearsing, and imitating the language, 2) formally practicing sounds and writing system, 3) aware in recognizing and using formula or patterns, 4) recombining known elements in a new ways, and 5) practicing the new language in natural ways. In *receiving and sending messages* involves 1) getting the idea quickly by skimming and scanning, and 2) using print or non-print resource to understand incoming and producing messages.

Analyzing and reasoning includes 1) using general rules and applying them to the target language in order to reasoning deductively, 2) analyzing expression in order to understand the meaning of the whole expression, 3) analyzing contrastively, such as comparing elements like sounds, vocabulary, or grammar to determine the similarities and differences, 4) translating as the basic for understanding and producing the language, and 5) transferring the knowledge, concepts, or structure from one language to another.

And the last is *creating structure for input and output* which requires 1) taking notes specific ideas or topics, 2) making a summarize, or 3) highlighting important information in the passage.⁵² More clearly, Chamot and O'Malley classified cognitive strategy:⁵³

- a) *Summarizing*: Saying or writing the Main idea or in other words, it's making a mental, oral, or written summary of new information gained through listening or reading.
- b) *Induction*: Figuring out the rules from samples of language, it's applying rules to understand or produce the second language or making up rules based on language analysis.
- c) *Imagery*: It is being able to visualize a picture and use it to learn new information. It's using visual images (either mental or actual) to understand or remember new

⁵² Rebecca L. Oxford, *Language Learning Strategies–What Every Teacher Should Know*, (Boston: Heinle & Heinle Publishers, 1990), p.45-47

⁵³ Jing Liu, “Language Learning Strategies and Its Training Model”, *The Journal of International Education Studies*, (Vol. 3, No. 3; August 2010), p.101

information. For example, students use an illustration that has a relation with the topic in order to memorize faster.

- d) *Auditory representation*: Mentally replaying a word, phrase or piece of information. It's planning back in one's mind the sound of a word, phrase, or longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.
- e) *Making Inference*: Using the information in the text to guess the meaning. It's available information to guess meanings of new items, predict outcomes, or fill in the missing information. For example, the students' things of the whole meaning of the sentence, and then he/she can get the meaning of the new word.
- f) *Using resources*: Developing the ability to use reference material. Another word, it is using target language reference materials such as dictionaries, encyclopedia, or textbooks. This is the first language as a base for understanding and/or producing the

second language. For example, students are searching new vocabulary in the dictionary.

- g) *Grouping*: Classifying words, terminologies, quantities, or concepts. It's classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words.
- h) *Note-Taking*: Writing down keywords and concepts in verbal graphic or numerical forms. It's writing down keywords or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the students prepare a book to catch all materials while listening section.
- i) *Elaborating of Prior Knowledge*: Relating new to information and making a personal association, it's relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information. For example, the students relate new information to other concepts in memory.

3) Social Affective Strategies

Social affective strategies are those activities learner engages in which afford them opportunities to exposed to practice their knowledge.⁵⁴ In them self, they do not contribute to learn since they merely put the student in an environment where practice is possible.⁵⁵ These strategies include methods students use to regulate their emotions, motivation and attitude to helps them learn the language. Social-affective strategies are very important in learning a language because language is used in communication and communication occurs between people.

Murcia stated that social strategies help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with L2 proficiency. For example, asking questions to get verification,

⁵⁴ Astrit Itania (3213093046, Departement of Islam Education), *Thesis*: “Student Learning Strategies Used by the Student of Acceleration Class in Speaking English at MAN 3 Tulungagung”, (Tulungagung: IAIN Tulungagung, 2014), p.40

⁵⁵ Hidayat Al-Azmi. P.125

asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.⁵⁶ O' Malley and Chamot divided socio-affective strategies into three sets of strategies are⁵⁷:

- a) *Cooperation*: It is working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. For example, the students cooperate with their friends to make a discussion about choosing a suitable person.
- b) *Questioning for clarification*: It is eliciting/asking of a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. For example, the students ask the correct pronunciation to their friends or private teacher.

⁵⁶ Astrit Itania, p.40

⁵⁷ Rosyidah Jayanti Vijaya, "Students' Socio Affective Strategy in Reading", *Journal of English and Education*, (Vol. 6, No. 1, Juni 2012), p. 82

- c) *Self-talk or using mental control to assure oneself*: A learning activity will be success or to reduce anxiety about a task.

Based on the description above, affective strategies refer to how learners can lower their anxieties; control their motion and how they motivate their learning. Social strategies refer to learner's activity involving other people, for instance, by asking some questions to their teacher or their colleagues, by cooperating with peers, and by asking correction.

f. Factors That Influence the Choice of Language Learning Strategies

These are some factors that make students differ in choosing their own leaning strategies. Oxford (1994:1) synthesizes existing research on how the following factors influence the choice of strategies used among students learning a second language.⁵⁸

1) Motivation

More motivated tended to use more strategies than less motivated student, and the particular reason for studying the language (motivational

⁵⁸ Hidayat Al Azmi, p.126

orientation, especially related to career field) was important in the choice of strategies.

2) Cultural Background

Rote memorization and other forms of memorization were more prevalent among some Asian student than students from other cultural background. Certain other cultures also appeared to encourage this strategy among learner.

3) Attitudes and Belief

These were reported to a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

4) Types of Task

The natures of the task help determine the strategies naturally employed to carry out the task.

5) Age and L2 stage

Students of different ages and stages of L2 learning use different strategies, with certain strategies often being employed by older or more advanced students.

6) Learning Style

Learning style (general approach to language learning) often determine the choice L2 learning

strategies.⁵⁹ For example, analytic–styles students preferred strategies such as contrastive analysis, rule–learning, and dissecting words and phrase, while global student use strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

7) Tolerance of Ambiguity

Students who are more tolerant of ambiguity use significantly different learning strategies in some instances than did the students who were less tolerant of ambiguity.

g. The Importance of Language Learning Strategies

Knowing the importance of language learning strategies is a significant thing for the learners. Many people are not aware that learning strategies are important aspects in learning foreign language. Those learners just follow the teacher’s instruction. Only a few learners are aware the importance of language learning strategies that can make an effective way in learning the language. As many researchers like Oxford, Cohen,

⁵⁹ Hong Shi, “Learning Strategies and Classification in Education”, *Institute for Learning Styles Journal* (Volume 1, 2017) , p. 25

O'Malley and Chamot in Shmais's journal have emphasized that effective learners used many different strategies in order to solve the problem that they face or producing the language⁶⁰.

Moreover, many earlier researchers also confirm that good learners employ language learning strategies in learning the language.⁶¹ Using language learning strategies appropriately can make improvement in learners' language skills. Hismanoglu stated that language learning strategies help language teachers about how their student assess their situation in learning process, plan, select skills so as to understand, learn, or remember information in the language classroom.⁶²It can be viewed that language learning strategies is important aspect in learning foreign language because it is the basic aspect in learning language which can make learners improve the knowledge of the language.

⁶⁰ Effective Learners.

<http://www.teslejournal.org/wordpress/issues/volume7/ej26/ej26a3/>, accessed at February 19th, 2020.

⁶¹ Michael Lessard-Clouston, Language Learning Strategies: an Overview for L2 teachers, *The Internet TESL Journal*, Vol. III, No. 12, 1997.

⁶² Murat Hismanoglu, Language Learning Strategies in Foreign Language Learning and Teaching, *The Internet TESL Journal*, Vol. VI, No. 8, 2000.

2. Review on Speaking

a. Definition of Speaking

Speaking is one of our most complex cognitive, linguistics, and motoric skills. One needs speaking to give or receive information (Bailey & Nunan, 2005). Sometime when someone conveys the information to others, not only using speaking but also using gesture or body movement to support what they meant.⁶³

According to Nunan, Speaking is called as the way to convey verbally to do a clear communication either for a transactional or an interpersonal goal.⁶⁴ In a slightly different statement, Brown points out that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information⁶⁵”.

⁶³ Rifqi Aziz Hidayat, Rofiudin and Endang Sulistianingsih, “ The Effect of Photovoice on Speaking Skills At The Secondary School Level”, *Vision: Journal for Language and Foreign Language Learning*, (Vol.8, No.2, 2019),p.141

⁶⁴ Muhamad Zayyinul Muttaqin, “Enhancing Speaking Skills in the Material of Remedial Learning Through Community Language Learning in SMP Multazam Semarang”, *Vision: Journal for Language and Foreign Language Learning* (Vol.8, No.),p.3

⁶⁵ Brown, *Language Assessment Principles and Classroom Practice*, San Francisco: Francisco State Universities, 2004 page 134

In speaking, the students learn how to organize ideas, arrange sentences, and express language in the spoken form with good pronunciation and comprehensible language⁶⁶. They must also learn about how to deliver the meaning of the language according to the context they are speaking.

Speaking means to say words (Oxford: 1987). When doing this, a person uses his brain and arbitrary organs to say the words or the utterance. Through the activities, the speaker's purpose is to deliver meaning to the person whom he is talking to.⁶⁷ Speaking is using language in the simplest way by producing ordinary sound. Speaking is not only to communicate with other people but by speaking we can get new information or we can share our idea with other people⁶⁸.

To know deeper what speaking is, Nunan defines speaking more deeply, he says speaking different from writing and have temporary and immediate reception, must be different from writing where speaking there

⁶⁶ S. A. Gani, D. Fajrina& R. Hanifa, 2015, Page 19.

⁶⁷ Hidayat Al Azmi, 2012, p. 127

⁶⁸ Ahmad, K. Seken, L.P. Artini, “ A Study on Strategies for Teaching Speaking and Reading Comprehension Skills”, *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*, (Vol. 1 2013), P. 2

must be a listener so there must be rhythm, stress, and intonation so there is feedback from listeners and they can capture what our point is.⁶⁹

Where as, in written language, the activity is done as a visual term. The time for doing, it is permanent and it is delayed reception. The writer uses punctuation as well to make others clearer in vision or reading the meaning. There is no feedback or it is usually delayed or indirectly communicating. The planning is unlimited and there are often editing and revision in any parts of the written language.

Based on the utterances above, concluded that the differences between spoken language and the written one as follow:⁷⁰

Spoken Language	Written Language
Auditory	Visual
The temporary and	Permanent and

⁶⁹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall International, Ltd, 1991, page 38

⁷⁰ Mifta Alfiyana, (SRN. 12.322.1.187, Islamic Education and Teacher Training Faculty), *Thesis: " A Study on Students Learning Strategies in Speaking Skill of the Eleventh Grade Students in Man 1 Surakarta Boarding School in the Academic Year 2015/2016"*, (Surakarta: IAIN Surakarta, 2017),p.27

immediate reception	delayed reception
Prosody (rhythm, stress intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing	Unlimited planning, editing, revision

b. Basic Types of Speaking

Brown (2004: 141) categorized the basic types of speaking as follows:⁷¹

1) Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of languages may be included in the criterion performance.

2) Intensive

⁷¹ Hidayat Al Azmi, 2012, p. 126-127

The second types of speaking frequently employ and assessment context is the production of short stretches of oral language designed to demonstrate commencer in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements--intonation, stress, rhythm, and juncture.

3) Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and comet and the like.

4) Extensive (monologue)

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or rolled out altogether.

So those types speaking activities are much concern with the age of the speaker. A speaker will be able to produce the more complicated sentences as he become older.

c. Types of Learning Strategies in Speaking

Furthermore, speaking proficiency belongs to how language is accurately produced with a number of factors, that why speaking skill is regarded as the complicated features, as classified as follow by Harris (1974);⁷²

1. Pronunciation; it covers whether vowel, consonant, stress, and intonation of a pattern are included in students' utterance so that they are categorized as a foreign accent.
2. Grammar, it aims to show the ability to use the grammatically correct in every sentence.
3. Lexis; the much speakers use several of vocabularies the highest sentences will be meaningful. The selection of correct vocabs is needed for every single speaker to make a clear conversation.
4. Fluency; this is an aspect expresses either speaker good in communication or does not He or She. It means the term 'fluency' is used for the persons who are accustomed to utter daily in English.

⁷² Muhamad Zayyinul Muttaqin, "Enhancing Speaking Skills in the Material of Remedial Learning Through Community Language Learning in SMP Multazam Semarang", *Vision: Journal for Language and Foreign Language Learning* (Vol.8, No.1),p.4

In the other hand, According to Kennedy and Keatley (2006), the following strategies can help the language learner to develop their speaking skills⁷³:

1) Using minimal responses

Language learners who unconfidence in their ability, to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn

⁷³ Hidayat Al Azmi, 2012, p. 127-128.

and the one that follows it can often be anticipated.

3) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

d. The Importance of Speaking

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very

important role in human life.⁷⁴ Ramelan (1992:13) says that all human being whenever they live always speak language, although they do not have any writing system to record their language.

From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner is successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also we have to see from their competence in using the language.

e. Speaking Competence

Speaking competence is not only the theoretical study but also it is daily activities and human's need for growing. As according to Chomsky in Garnham (1985:23) said linguistic performance is the actual use of language in concrete situation. William O'Grady, et.al (1996:4) state that linguistic competence is the ability in producing and understanding an unlimited number of

⁷⁴ Mifta Alfiyana, 2017, p.28

utterances.⁷⁵

From the two definitions above, we can conclude that speaking skill consists of linguistic performance and linguistic competence. In the other word, we can say that speaking skill is a mental motor skill consists of the coordination of sound, mechanism, which is produce by our muscles and it is also has as a mental aspect. That is the ability in arranging the meaningful words and sounds. Tarigan (1990:15) says that speaking is the competence to express explain and convey thinking, feeling, and idea. Speaking ability means the ability to think.

Based on the explanation above, to measure the students' speaking ability, has five competences as follows:⁷⁶

1) Pronunciation

Hornby defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced (Hornby, 1974:669). It means that pronunciation is an important of language,

⁷⁵ Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim, "Exploring Students' Learning Strategies in Speaking Performance", *International Journal of Language Education*, (Vol. 2 No. 1, 2018),p.66

⁷⁶ Mifta Alfiyana, 2017, p. 29-30

including its aspect like accent, stress, and intonation.

2) Grammar

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

3) Vocabulary

Hornby (1974:979) defines vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

4) Fluently

Hornby (1974:330) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and

grammar.

5) Self-Confidence

Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question. He feels like that, so he thinks he knows what will he say and how to express.

According to Arthur (2003: 120), speaking for learner is not easy, at least four criterias should be covered by the learner in speaking activity, as follows as:⁷⁷

1) Learner talks a lot

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This way seems obviously but often must time is taken up by teachers talk.

2) Participants is even

Classroom discussion is not dominated by monitory of talkative participants, they get a

⁷⁷ Mifta Alfiyana, 2017, p. 30-31

chance to speak, and contribution is fairly and evenly distributed.

3) Motivation is high

Learners are able to speak because they are interested in the topic and have something new to say about it, or because they want contribution to achieve task objective

4) Language is an acceptable level

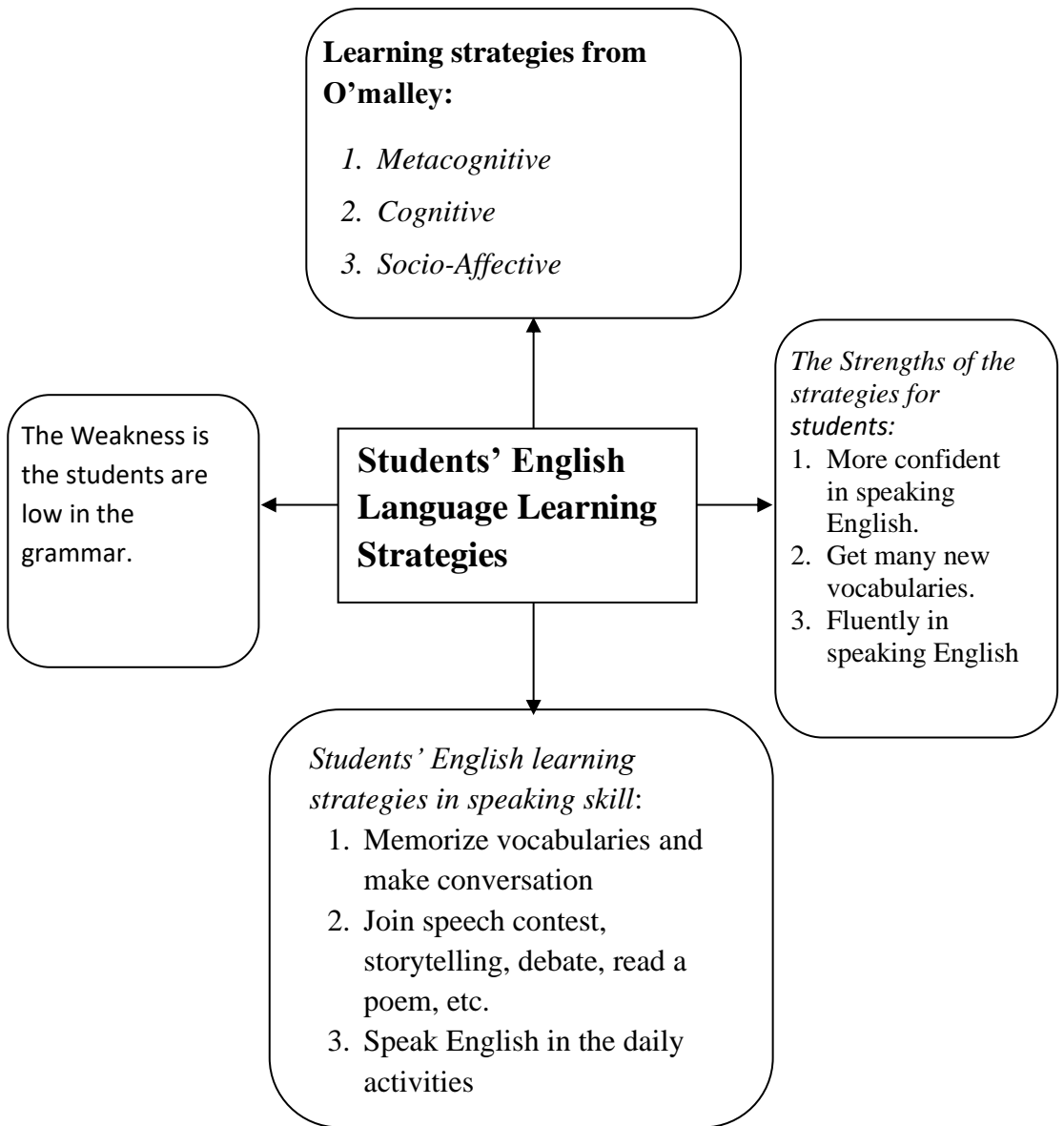
Learner expresses themselves in utterance that is relevance easily comprehensible to each other, and acceptable.

3. Conceptual Framework

This research is done in order to explain the learning strategies to improve the speaking skill that used by students in Islamic boarding school Darr Alqalam. Speaking is one of the skills in the language learning also the skill used by someone to communicate orally in daily life whether at school or outside the school. Speaking in English as a foreign language is considered as a difficult skill to acquire by most learners. That is why many students are not really interested to the speaking activity.

Therefore, many of the students cannot speak in English, even the simplest one. The students in the Islamic boarding school Darr Alqalam also faced the problems. It's caused by some factors: first, they are too shy and afraid to speak in the front of the class because of lack of self-confidence. Second, they are unmotivated and lack of practice. Lastly, they should use learning strategies to improve their English skill, especially in speaking skill.

In order the students in Islamic boarding school of *tahfidz* Darr Alqalam easier to learn English or to improve their English skill, especially in speaking skill, they use learning strategies from O'Malley and Chammot. O'Malley states learning strategies are the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information. Learning strategies from O'malley consist of Metacognitive strategies, Cognitive strategies and Social/affective strategies. That learning strategies may provide for helping the students in Islamic boarding school of *tahfidz* Darr Alqalam to learn English, especially in improving their speaking skill.



CHAPTER III

RESEARCH METHOD

This chapter deals with research design, research focuses, subject of the research, technique of collecting the data, and technique of data analysis.

A. Research Design

This research used descriptive qualitative research design to answer the questions of the study. As Rangarajan and Shields elaborate that descriptive research is a tool to describe data and characteristics of the population or phenomenon studied.⁷⁸ Qualitative research used to collect data in the field at the site where participants experience the issue or problem under study.⁷⁹

In this study, researcher conducted the research on a case about what are the students' English learning strategies in speaking skill. By using the descriptive qualitative research, the researcher can collect the data obtained, then analysed it, so researcher got the deep knowledge about students' English learning strategies in speaking skill.

⁷⁸ Patricia M. Shields and Nandhini Rangarajan, *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management*, (USA: New Forums Press, 2013), p. 109—158.

⁷⁹ John, W. Creswell, *Research Design, Qualitative, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc), p.175

B. Research Focuses

This research was conducted at Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan, Semarang. The reason of choosing this Islamic Boarding School is because this *pesantren* not only learning about religion but they also learn English, Arabic, *I'robul* Qur'an, discussion and others. And it is close distance with the researcher because the researcher is also a student in Islamic boarding school of *tahfidz* Darr Qalam.

Santri in Islamic boarding school of *tahfidz* Darr Alqalam is trained be able to establish good relationships with the community around the boarding but also understand knowledge more. Islamic boarding school of *tahfidz* Darr Alqalam was located at Jl. Tanjungsari Barat I, Tambakaji, Ngaliyan, Semarang.

C. Subject of the Research

A qualitative research does not use the term of population, but Spradley calls it as “social situation” consisting of three elements, namely place, actor, and activity that interact synergically that will the research object.⁸⁰ A qualitative research does not use population because qualitative research is from certain cases that exist in certain social situations and the results

⁸⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2015), p.125

of the study will not be applied to the population, but transferred to other places in social situations that have similarities with social situations in the case studied. In the addition, the sample in qualitative research is not called respondent, but as participant, informant, friend, and teacher in the study⁸¹.

The participants of this research were the *santri* in the Islamic boarding school of *tahfidz* Darr Alqalam Ngaliyan, Semarang. Islamic boarding school of *tahfidz* Darr Alqalam is a *pesantren* located in Gg. Tanjungsari Barat 1, Tambakaji, Ngaliyan, Semarang. This boarding established at July 2009 by Dr. K.H Mohammad Nasih M.Si (Doctoral Degree of Political Sciences) *al-hafidz*. This boarding also located in Rembang and Jakarta. *Santri* in the Islamic boarding school of *tahfidz* Darr Alqalam should memorize Qur'an, meanwhile mastery English and Arabic, also understanding the translate of Qur'an. The total numbers of students were about 97 students and all of them are non-native speakers.

D. Technique of Data Collection

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals

⁸¹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, p.216

at the research site. In this field notes, the researcher records, in the unstructures or semistructured way⁸².

The observation in this research focused on the learning process of speaking skill in the Islamic boarding school of *tahfidz* Darr Alqalam, Ngaliyan. The researcher observed some activities and events happen in English learning process. In this method, the researcher observed, interviewed and took a note about speaking learning strategies used by the students in their daily activities in the boarding house. The researcher conducted observation for 10 days in this boarding.

2. Interview

Interview is a method of collecting data by asking questions orally to the subject under study.⁸³ In the interview there are always two parties namely the information seekers and resource persons. Qualitative interviews may involve one to one interactions, larger group interviews or focus groups, and may take place face to face, or over the telephone or internet.⁸⁴

⁸² John W. Creswell, m2009, *Research Design, Qualitative, Quantitive, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc),p.175

⁸³ Wijaya Kusuma, Dwigatama Dedi, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT Indeks,2010),p.85

⁸⁴ Jennifer Mason, *Qualitative Researching*, (The Cromwell Press, London, 2002), p.62

According to Ary, one-on-one interview is data collection process, in which the researcher asked some questions and record the answers one by one of the participants. The researcher prepared the list of questions which related the research problems before interview with the informants, also the researcher prepared some materials like note book to write the important data or smartphone to record the data from informants.

3. Documentation

During the research, the researcher may collect qualitative document. These may be public document (e.g newspapers, official reports, etc.) or private documents.⁸⁵ The document in this research was private documents since it not published. The researcher chose documentation as the instrument in order to collet the data dealing with the profile of the islamic boarding school, the number of the students, also some pictures of English learning strategies used by students in this boarding.

⁸⁵ John W. Creswell, m2009, *Research Design, Qualitative, Quantitive, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc),p.175

E. Technique of Data Analysis

An analysis used in this research is an analysis according to Miles and Huberman in Sugiyono (2018)⁸⁶. Activities in type data analysis technique are conducted interactively and continuously until complete so that the data are already saturated. Activities in data analysis are *data reduction, data display, and conclusion drawing/verification*. The following is a breakdown of the steps in analyzing data:

1. Data reduction

The data obtained are written in the form of reports or detailed data. Reports compiled based on the data obtained are reduced, summarized, selected main points, focused on important matters⁸⁷. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. In this case, the researcher was reduced the data by doing 3 steps:

- a) Compile the data: the data was compiled through documentation then interview by giving a list of question and will be answered by the participants.

⁸⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*, (Alfabeta: Bandung, 2018), p.246

⁸⁷ V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Pustakabarupress: Yogyakarta, 2014) page 33

- b) Identification: after obtaining data, then the data was identified based on the students' English learning strategies in speaking skill.
- c) Classification: after identifying data, the data was classified based on the strength and the weakness of the students' English learning strategies in speaking skill.

2. Data display

The data obtained are categorized according to the subject matter and made into a matrix to make it easier for the researcher to see the patterns of data relations with other data⁸⁸. By displaying data, it will make it easier to understand what is happening, plan further work based on what has been understood.

After the data were collected, then the next step is classifying the learning strategies according to certain characteristics. The data was analyzed based on the principle of language learning strategies according to the O'Malley and Chammot.

3. Conclusion drawing

For the last stage, the results of analysis produced the conclusions based on the research that has been done. In

⁸⁸ V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, page 35

this case, the result of the analysis will produce a conclusion.⁸⁹ In this case, the conclusion was in the form of description of students' English learning strategies in speaking skill.

⁸⁹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, p.246

CHAPTER IV

FINDING AND DISCUSSION

In this chapter presents the research findings and discussion of the research. The purpose is to answer the research problem in the first chapter. This chapter presents the data description of learning strategies used by students of Islamic boarding school *tahfidz* Darr Alqalam, Ngaliyan. The finding is gained from the field which is compared with the learning strategies theory, while the discussion is process of making a decision or a conclusion about the topic of this research. There are two description divided into some points of view.

A. Research Finding

1. Learning Strategies Used by Students in Islamic Boarding School of Tahfidz Darr Alqalam in Their Speaking Skill.

The good language learners speak English fluently and in the general the students have no difficulties in speaking, but sometimes they find some problems in speaking so they use certain strategies to solve their problems. Student in Islamic boarding school of *tahfidz* Darr Alqalam always practice their speaking skill in the daily activities. The researcher discusses the strategies

that used by Student in Islamic boarding school of *tahfidz* Darr Alqalam to improve their speaking skill.

a. Metacognitive Strategies

Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. It means that metacognitive strategy is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluation learning after activity is completed. Student in Islamic boarding school of *tahfidz* Darr Alqalam apply some subcategories in this strategy like:

1) Selective Attention

It is deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the vocab or sentences. Students in Islamic boarding school of *tahfidz* Darr Alqalam use this strategy based on the researcher's observation that show when the language

departments (*mentri bahasa*) give the vocabularies to the students. They give some vocabularies that related to the daily activities, and the students memorize it. After that the students make some sentences or conversation text, some of them prefer choose the easy topic. This statement can be proven by the students' habit below.

“Every active day, after isya we (language ministers) give 5-7 vocabularies related to the our daily lives. Usually we were given 30 minutes by the minister of education (the ministry who arranged the learning in the boarding). We accompany the students in learning by repeating vocabulary or conversations or sentences that have been memorized by students, in pairs or individually. We only supervise and give direction. After that, we asked the students to memorize the vocabulary, arrange it into the sentences or conversation, and meet us after they memorize it.”⁹⁰ (see in appendix page)

⁹⁰ Result of observation.

"When memorizing vocab that has been given by the language minister, we are also asked to make a dialogue or a sentence from the vocab. I usually make sentences or dialogue that relate to our daily life, so it's easier to memorize". (see in appendix page)

"I'm looking for the topics that were easy when I learn to speak, like the daily conversation we often use on the boarding. Because everyday I memorized it and used it then we master it".⁹¹

(See in Appendix page)

2) Self-Management

Understanding the conditions that help students and arranging for the presence of those conditions. Students in Islamic boarding school of *tahfidz* Darr Alqalam use this strategy based on the researcher's observation that show when the students memorize the vocabulary or dialog or sentence that given by "*mentri bahasa*" they try to memorize with their own way.

"After we got the vocabulary from the language minister, we have time to memorize it after the

⁹¹ Result of interview

learning process on boarding is finished around 21:30 until before isyaa. if we memorized the vocabularies and meet the minister of language after isyaa we will get punishment. The punishment is standing while recite Surah Alwaqiah in front of the male boarding, if the mistake are made by the female santri and vice versa. So I memorized it after I memorize Qur'an before Fajr. due to at the time still quiet and some of santri still sleep, so it's good for memorization. (see in appendix page)

"When I memorize the vocabularies I do it alone, far from my friends. I usually look for the quiet place, like on the 4th floor. because if there are many friends, i can't concentrate, mbak." (see in appendix page)

"I often memorize the vocabularies in the boarding at the noon. because at the time the boarding so quite. Because in the afternoon many people (santri) are on the campus and my class schedule is often in the morning". (see in appendix page)

"I usually do it with my friends. Because I and my friends can't do it alone. Sometimes I ask my

friends to help me memorize vocabularies. And my friend asked me to pay attention with her vocabulary. But before it, we look for a quiet place first” (See in the appendix page)

Based on the statement above students in Islamic boarding school of *tahfidz* Darr Alqalam have many various way in memorize vocabullaries, but most of them like calm condition⁹². Due to, that condition can build good concentration, so, they can understand more quickly, than they study in the crowded situation. So, based on the explanation the researcher concludes that students in Islamic boarding school of *tahfidz* Darr Alqalam apply self-management to learn English especially in the speaking ability.

3) *Self-Monitoring*

It is checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place. Based on the researcher observed, the students in Islamic boarding school of *tahfidz* Darr Alqalam when

⁹² Result of interview

memorizing the vocabs or dialogue or sentences they ask to their friends to correcting their assignments. This statement can be proven by the students' interview below.

"If we got some vocabularies from the minister of language, we are not only just memorize it then finish. We must be able to make the vocab into some sentences or conversation. after we finish make sentences or conversation the minister of language check it. If we use the wrong words in the conversation, they will be corect it as soon as possible" (see in appendix page)

"Before I meet the language minister, I usually asked my friends who in my opinion has good English skills to pronounce some vocabularies. After that I asked him to listen my memorization. (see in appendix page)

"I usually ask my friend to listen my memorization or ask Menteri Bahasa to correct my sentences when they are in a free time. Because If the pronunciation is correct, it's easier to memorize and practice". (see in appendix page)

Based on the statement above students in Islamic boarding school of tahfidz Darr Alqalam

likes to ask their friend to correct their vocabulary or sentences or conversation.⁹³

4) *Self-evaluation*

It is checking the outcomes of one's own language learning against a standard after it has been completed. For example, the students try to join speech contest or debate.

"We have an agenda once for 4 month, it's called "Language Festival Day". Well LFD is English competition there are Speech contests, Storytelling, debates, and drama. The event usually takes 2 to 3 days. The goal is to improve our speaking skills". (see in appendix page)

"This competition held once for 4 month. Due to in our boarding every 4 months, the members of language minister will change to the other students who have same ability in English. In other hand this competition is also an evaluation from the language minister during their period. This evaluation is about the students' ability to speak has improved or not". (see in appendix page)

⁹³ The result of interview

“.... And LFD is the most waited moment for us. Because we can explore our speaking ability and we can know our speech ability”. (see in appendix page)

Based on the statements above, the researcher concludes that self-evaluation is used by student in Islamic boarding school of *tahfidz* Darr Alqalam to learn English. The students try to explore their speakings' skill by join some competition like debate, story telling, speech contest, etc⁹⁴. Besides that, this activity can improve their speaking ability and they get new experience and confidence in speaking English.

b. Cognitive strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Student in Islamic boarding school of *tahfidz* Darr Alqalam use:

1) Resourcing Translation

It is using target language reference materials such as dictionaries, encyclopedia, or textbooks.

⁹⁴ The result of interview

This is the first language as base for understanding and/or producing the second language. For example students are searching new vocabulary in dictionary.

“The members of the Minister of Languages are selected students, those who have good English skills. So the minister of languages won't give us the carelessly vocabularies. They usually look for the good pronunciation in the dictionary first, by using the oxford dictionary or Hasan Sadili dictionary. So when they give vocabulary to the students, the pronunciation is correct”. (see in appendix page)

“When I pronounced it, I saw the electronic dictionary on the laptop or smartphone first. Sometimes I also search on the Google translate, cause there is an audio there”. (see in appendix page)

“For the pronunciation, I look for in the dictionary, then I say it for many times. Sometimes I ask the minister of language to correct my pronounced”. (see in appendix page)

Based on the statements above, the researcher concludes that resourcing translation is used by

student in Islamic boarding school of *tahfidz* Darr Alqalam to learn English. The students try to imitate English as spoken or uttered by the native speaker or competent speakers of English by searching in dictionary, meanwhile online dictionary or with google translate⁹⁵.

2) *Repetition*

It is imitating a language model, including overt practice and silent rehearsal. For example, the students repeats the pronunciation until mastered.

"Repeat and repeat again, because as we know that we can't talk right at the first time. So, I ask my friends to correct it" (see in appendix page)

"When we meet the language minister. They usually asked us to repeat the vocabularies that we have memorized. To check our vocabularies and make sure that our memorization will not immediately forget" (see in appendix page)

"Because when we have learning activities or when we stay on the 1st floor we should use English. We can't use bahasa,Insyaallah every

⁹⁵ The result of interview

vocab is used in our daily lives. Although in the other learning activities on the 1st floor is not too required to speak English. But we like to speak English in the daily conversation". (see in appendix page)

Based on the statements above, the students in Islamic boarding school of *tahfidz* Darr Alqalam practicing the vocabulary over and over again or used the vocabulary in their daily activity.⁹⁶

3) *Grouping*

It is classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words.

"For the examples are animals, Mbak. As we know that animals are very much, so we give their name and grouping it. From their food, live, character, etc." (see in appendix page)

(tambahi I lagi)

Based on the statements above, the students in Islamic boarding school of *tahfidz* Darr Alqalam

⁹⁶ The result of interview

try to finding related sentences or word in order to memorize the vocabulary or sentences.⁹⁷

4) Deduction

It is applying rules to understand or produce the second language or making up rules based on language analysis.

“After given the vocabularies by the language minister, I tried as much as possible to memorize it, then repeat and tried to apply in my everyday life, especially when talking to my friends on the boarding”. (see in appendix page)

“Even we live in the tahfidz boarding school. But we must have special thing or something higher than someone no live in the boarding schools, or those who live in the not tahfidz boarding schools. Even though we already have the memorization of Qur'an (tahfidz), but we must try to be smarterer in English” (see in appendix page)

Based on the statement above, the students in Islamic boarding school of *tahfidz* Darr Alqalam

⁹⁷ The result of interview

try to motivating themselves by applying some rules to understand them in English.⁹⁸

5) Imagery

It is using visual images (either mental or actual) to understand or remember new information. For example, students use illustration that has relation with the topic in order to memorize more fast.

“Sometimes I use pictures to make me more understanding, mbak. For example “time is like a sword” the meaning is waktu itu bagai pedang. I draw a sword to remember it“(see in appendix page)

“I always use pictures to remember the vocabularies, like pious the meaning is sholeh. So I draw a handsome boy wear cap.” (see in appendix page)

“By using picture, we can easier to describe something in English and make us more creative” (see in appendix page)

Based on the statements above, the researcher concludes that imagery is used by student in

⁹⁸ The result of interview

Islamic boarding school of *tahfidz* Darr Alqalam to learn English. The students try to memorize the vocabulary by using image that they familiar with it.⁹⁹

6) *Auditory representation*

It is planning back in one's mind the sound of a word, phrase, or longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.

“Like when the student want to go to the bathroom or go out for something urgent, they should make a permission by using English to the mentor. Due to when learning process the students should use English” (see in appendix page)

“Every day we try to use English in our daily conversation. Even though English only use when in the learning activity or when in the 1st floor”
(see in appendix page)

Based on the text above the students in Islamic boarding school of *tahfidz* Darr Alqalam used

⁹⁹ The result of interview

auditory representation to practice their speaking ability in their daily activity.¹⁰⁰

7) *Keyword method*

It is remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language. For example, identifying familiar words that students hear.

"Before I meet the language minister, I usually write some keywords or write some words to help my brain easier to remember the vocabulary". (see in appendix page)

"I will look for the synonym or the same pronounce likes enough, though, etc" (see in appendix page)

Based on the statements above the students in Islamic boarding school of *tahfidz* Darr Alqalam preparing the key-words of what they are going to say.

¹⁰⁰ The result of interview

8) *Inferencing*

It is using available information to guess meanings of new items, predict outcomes, or fill in missing information. For example, the students think of the whole meaning of the sentence, and then they can get the meaning of new word.

“Language minister gave us the popular quotes, like don’t be wishy washy, the meaning is “jangan plin plan”. From it we know that wishy washy is “plin plan”.” (see in appendix page)

9) *Note taking*

It is writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.

“I often watch the Hollywood movies use English subtitle. When I found some difficult words that I never heard before. I will write in my small book, then after finished watching movie, I will look for the meaning. It’s very nice because I will get more vocabularies” (see in appendix page)

“When I am in the free time, I always listen to the English song. Sometimes I look for the lyrics then translate it.” (see in appendix page)

“When I studied, I often found the sentences or vocabularies that I don't understand. I will write the words and then look for the meaning. After that, I will try to make the sentences or paragraphs based on it vocabularies.” (see in appendix page)

Based on the statement above the students write some sentences or new word and try to search the meaning.¹⁰¹

10) *Summarizing*

It is making a mental, oral, or written summary of new information gained through listening or reading.

“I usually watch a hollywood movie by using English subtitles or without use subtitles. If I don't know it means, I write in my small book and look for the meaning later”. (see in appendix page)

“I like to listen to the English songs. Sometimes when I found the favorite song, I will hunt the lyric and translate into Bahasa. Then I will write some words in my vocabularies book” (see in appendix page)

¹⁰¹ The result of interview

Based on the statement above the studnets in Islamic boarding school of *tahfidz* Darr Alqalam used summarizing to improve their vocab in speaking.¹⁰²

c. Social affective strategies

Social affective strategies are related with social-mediating activity and transaction with others. Students in Islamic boarding school of *tahfidz* Darr Alqalam used:

1) Cooperation

It is working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. For example the students cooperate with their friends to make discussion to choose the suitable person.

“When I memorize some vocabularies to the minister of language, sometimes they asked me to make the sentence spontaneity. If there is uncorrected grammar of pronunciation, they will correct it well.”(see in appendix page)

“I usually do it with my friends. Because I and my friends can't do it alone. Sometimes I ask my

¹⁰² The result of interview

friends to help me memorize vocabularies. And my friend asked me to pay attention with her vocabulary. But before it, we look for a quiet place first”(see in appendix page)

Based on the statements above, the students try to asking their friend to help them in memorizing sentences or vocabulary in speaking skill¹⁰³.

2) *Questioning for clarification*

It is eliciting or asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. For example, the students ask the correct pronunciation to their friends or private teacher.

“Pronunciation is a bit difficult thing for me, so I usually ask my friends who know or smarter in English”.(see in appendix page)

“When pronounciaton some words I usually got the wrong pronounciaton, mbak. I usually ask to my friend smarter than me in English, to correct my pronunciation” (see in appendix page)

Based on the statements above, the students used questioning for clarification with their

¹⁰³ The result of interview

friend or teacher to correct their mistake in pronounce or sentences.¹⁰⁴

2. The Strengths and Weaknesses on Students' English Learning Strategies in Speaking Skill at Islamic Boarding School of Tahfidz Darr Alqalam, Ngaliyan, Semarang

Based on the observation and interview, when the students use those strategies to improve their speaking skill, they had some strengths and weaknesses. Based on the observation and interview, when the students use those strategies to improve their speaking skill, they had some strengths and weaknesses.

1. The students get many new vocabulary than the other students in Islamic boarding school of tahfidz Darr Alqalam

Every active day (Sunday till Friday) the students in Islamic boarding school of *tahfidz* Darr Alqalam got vocabularies from the language ministers. The students should memorize it then make into the sentences or conversation. Also, the students should speak English when on the learning activities. Because of that the students in this boarding got many vocabularies than the other.

¹⁰⁴ The result of interview

2. *Fluent in speaking English*

The students in Islamic boarding school of *tahfidz* Darr Alqalam are more fluent in speaking English. Because every day they speak English in the learning activities also daily activities, and they practiced in speaking by memorized the vocabularies or sentences. Also they improve their speaking skill by join speaking contests, like English debate, speech contest, storytelling, theater, etc. As we know that when we want to fluent or mastery in something, we should do more practices. The students in Islamic boarding school of *tahfidz* Darr Alqalam approved it. That's why the students in this boarding fluent in speaking English.

3. *Know how to pronounce the word.*

The students in Islamic boarding school of *tahfidz* Darr Alqalam in pronounce the word they look for the pronunciation first before they memorize vocabularies by using some dictionaries, like Oxford or Cambridge dictionary, also on Google translate. Sometimes they also ask with the language ministers, who have more English ability than the other students about the good pronunciation. After that they repeat and repeat it until remember it.

4. *Confidence in speaking English*

As I explained before, every day students at Islamic boarding school of *tahfidz* Darr Alqalam should speak English on the learning activities. Although in the other learning activities is not too required to speak English. But they like to speak English in the daily conversation. Absolutely, they were feeling free in speaking English. They didn't care with the grammar correct or not, as long as they can speak English well.

Beside the strengths, the students in Islamic boarding school of *tahfidz* Darr Alqalam also face some difficulties or weaknesses. Their weakness is on their grammar. Most of students didn't mastery and understand the grammatical correctly. When they speak English they tend to ignore the grammatical structure, because they get grammar class once a week. They just speak English in the way they want or sometimes by mixing, like I want to buy *mendoan* or I didn't like soybean cake (*tempe*) *goring*, etc.

B. Discussion

After describing the data, the researcher needed to analyze the data because the data were still raw draw. It

deals with the answered of the problem statements. The explanation will be presented below:

1. How are the students' learning strategies in speaking skill?

Based on the data found from the observation and from the interview, the researcher found the students' learning strategies in speaking skill and its strengths and weaknesses, the detail as follows:

Based on the research findings, the researcher discusses the finding of research. The discussion contains of learning strategies used by student in Islamic boarding school of *tahfidz* Darr Alqalam to improve their English skills especially in speaking. In the discussion section, the researcher made the description of the research finding with relevant the theory by O'Malley and Chamot.

According to O'Malley and Chamot (1990:1) "learning strategies are special thoughts or behaviors that individuals use them comprehend, learn, or retain new information".¹⁰⁵ There are three strategies of learning strategies by O'Malley and Chamot (1990:44-45), there are metacognitive strategies, cognitive

¹⁰⁵ O'malley,J.M and Chamot, A.U, *Learning Strategies in Second Language Acquisition*, (Cambridge: Cambridge University Press, 1990),p.9

strategies and socio-affective strategies.¹⁰⁶ The students in Islamic boarding school of *tahfidz* Darr Alqalam used almost all the learning strategies to improve their speaking in English. In metacognitive strategies the students used Selective Attention, Self-Management, Self-Monitoring and Self-evaluation.

The first strategy is selective attention. In learning speaking, the students chose the topic and described it then made some concepts which include its pronunciation, intonation, and its expression use that will be presented in their conversation or speech.

The second strategy is self-management. In this case, after knowing their skills bound, the students tried to do something that helped them to improve their speaking skill. The students did some activities such as consultation with their friends and try to create good atmosphere in order to memorize new vocab. Self-management helped students to measure their ability and made them to create some activities which develop their speaking skills.

The third strategy is self-monitoring. In this case, the students had to understand that pronunciation,

¹⁰⁶ Hong Shi, "Learning Strategies and Classification in Education", *Institute for Learning Style Journal* (Vol.1, 2017),p.28

vocabulary, and expression precision are important thing in mastering speaking skill. The students did some activities which helped them to measure their accuracy in using of pronunciation, vocabulary, and expression precision by using some activities such as asking lecturer, searching in dictionary, and consulting with their friends.

The last strategy is self-evaluation. In here, the students needed to evaluate their speaking skill. They evaluated by having conversation with native speaker to practice their speaking and to know how far their speaking ability.

In cognitive strategies the students used resourcing translation, repetition, grouping, deduction, imagery, keyword method, inferencing and note taking. There are some strategies applied by the students. The first strategy is resourcing. From the research findings, it can be showed that the students applied the resourcing learning strategy in mastering their speaking skill. It could be proven that the student not only depended on the material from the lecturer but also depended on the other materials, especially from internet, books and dictionary.

The second strategy is repetition. According to the results of interview and observation, the writer concluded that the application of the repetition learning strategy is good in improving speaking skill because the students learned the foreign language and they had to imitate the foreign language dialect in mastering their speaking skills. The third strategy is grouping. In here, the students explained about their manner to arrange their speaking materials. Students preferred to search the synonym of new word in order to get new knowledge.

The fourth strategy is deduction. The writer concluded deduction learning strategy is useful to help the students in learning speaking because by applying the rules in learning speaking. The fifth strategy is imagery. According to the results, the writers concluded that, imagery learning strategy helped the students in combining the students' concept to learn the speaking materials.

The sixth strategy is key word. In this case, the main point of key word is remembering a new word in the second language by identifying a familiar word in the first language that sounds like or otherwise resembles the new word. According to the results, the writer concluded that key word learning strategy helped

students in adding their vocabulary to support them in mastering speaking skill.

The seventh strategy in cognitive strategies is inferencing. In here, the main point was guessing the meanings of words whose meaning did not know. From the results, the writer concluded that the students applied the inferencing learning strategy in mastering their speaking skill by guessing the meaning from the context of the sentences and through summarizing the word that students understand.

The last strategy is note taking. According to the results, the writer concluded that the students applied the note taking learning strategy in mastering their speaking skill by writing the points or something important about the materials and making something which helped them understand the materials such as making a chart of concept that will be developed in social affective strategies the students used cooperation and questioning for clarification.

There are some strategies that used by them; The first strategy is cooperation. In here, the main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking ability. According to the results, the students try to

asking their friend to help them in memorizing sentences or vocabulary in speaking skill. The last strategy in socio-affective strategies is question for clarification. According to results of interview and observation, student in Islamic boarding school of *tahfidz* Darr Alqalam active to ask about the pronunciation in speaking whether it is correct or not.

Based on the result above, the writer concluded that question for clarification learning strategy is appropriate to help students in clarifying the speaking materials that they do not understand. Those strategies that used by students in Islamic boarding school of *tahfidz* Darr Alqalam make them know more about speaking English. They can more confident in speaking English and can apply their knowledge in their daily activity.

2. The strengths and weaknesses on students' learning strategies in speaking skill at Islamic boarding school of tahfidz Darr Alqalam Ngaliyan, Semarang

The strengths and weaknesses on students' learning strategies in speaking skill at Islamic boarding school of *tahfidz* Darr Alqalam researcher found based on the research would be presented as follows:

Based on the observation and interviews, the researcher concludes that there is strength when the

students apply the learning strategies in their speaking skill. Their first strengths are the students get many new vocabularies other than the other students in Islamic boarding school of *tahfidz* Darr Alqalam.

Hornby (1974:979) defines that vocabulary is range of words known or used by a person in trade, profession, etc.¹⁰⁷ If the students have many vocabularies, it will be easier for them to express their idea. Vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.¹⁰⁸ The students in Islamic boarding school of *tahfidz* Darr Alqalam get many new vocabularies in speaking English because they have their own way to learn English.

The second strengths are the students in Islamic boarding school of *tahfidz* Darr Alqalam fluently in speaking English. Hornby (1974:330) defines fluency as the quality of being able to speak smoothly and easily. The students in Islamic boarding school of *tahfidz* Darr

¹⁰⁷ Mifta Alfiyana, 2017, p.75

¹⁰⁸ Vocabulary. <https://digilib.ump.ac.id/files/disk1/17/jhptump-istiatimus-848-2-chapter-i.pdf>. Accessed at 15th February 2020

Alqalam are able to speak English fluently even though they still have errors in the pronunciation and grammar.

The thirds strengths are students in Islamic boarding school of *tahfidz* Darr Alqalam know how to pronounce the word. Hornby (1974) stated that pronunciation is an important of language, including its aspect like accent, stress, and intonation. The students in Islamic boarding school of *tahfidz* Darr Alqalam apply some learning strategies by O'Malley and Chamot in order to improve their pronunciation. Such as repetition and resourcing translation, the students used dictionary to know how to speak and repeat over and over again until they know how to pronounce.

The last strengths are the students in Islamic boarding school of *tahfidz* Darr Alqalam more confidence in speaking English in the public. According to Hornby (1974), self-confidence becomes an important factor in speaking. The students in Islamic boarding school of *tahfidz* Darr Alqalam have confidence to express idea, suggestion or answer the question in English. They knows what will they say and how to express.

Beside the strengths, the student in Islamic boarding school of *tahfidz* Darr Alqalam also faces the difficulty or weakness. Their weakness was in the grammar.

Hornby (1974)¹⁰⁹ stated that grammar and pronunciation has a close relationship. In the boarding school, the students focused on their speaking or new vocabulary. When they speak English, they ignore the grammar, so that why their grammar lower than their speaking. On the other hand, the students didn't get more English lesson about grammar or pronunciation. Because in the boarding class is focused on the speaking skill.

¹⁰⁹ <https://digilib.ump.ac.id/files/disk1/17/jhptump-a-istiatimus-848-2-chapter-i.pdf>. Accessed at 15th February 2020

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents of the conclusions and suggestions related to what has analyzed and discussed. It correlated with the title “A Study on Students’ Learning Strategies in Speaking Skill”

A. Conclusion

Based on the researcher’s description and analysis in the previous chapter the researcher concludes the learning strategies used by students in Islamic Boarding School of *tahfidz* Darr Alqalam Ngaliyan to improve their English ability in the speaking apply three main classification of learning strategies by O’Malley and Chamot. The three main classifications of learning strategies are metacognitive strategy, cognitive strategy and social-affective strategies. The students use those strategies in order to gain more new knowledge and improving their ability in English.

Based on the result of the research the researcher also finds some strength and weaknesses. The strengths are; the students get many new vocabularies other than the other students, they know how to pronounce the word, and they more confidence in speaking English in the public. Thus,

the weaknesses are in the grammar and pronunciation. The students often ignore the grammar and the good pronunciation when they speak, because there is no learning activity about grammar or pronunciation class in their boarding.

B. Suggestion

1. For the teachers

The English teachers should give more motivation to the students in order that the students can be motivated to learn English and improve the students' English ability especially in speaking.

2. For the students

The students have to do more practice English exercise in order to improve their English achievers.

3. For other researcher

This study was about learning strategies used by student of Islamic Boarding School of *tahfidz* Darr Alqalam Ngaliyan in speaking skill. It is expected for the other researcher that the result of this study can be used in additional reference for the new research about learning strategies in other source.

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APPENDIX 1

RESEARCH PERMIT



KEMENTERIAN HUKUM DAN KEDISIPLINAN
MONASH INSTITUTE

"Pembangunan Karakter Kepemimpinan Umat dan Bangsa"
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SURAT KETERANGAN

Nomor: 02/A/Sek/02/ 1441

Assalamu'alaikum Wr. Wb

Berdasarkan surat dari Universitas Islam Negeri Walisongo Semarang Nomor:B-1329/Un.10.3/1/1/PP.00.9/02/2020 bahwa:

Nama : Fitrotun Nisa
NIM : 1503036093
Fakultas : Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris
Jenjang : SI
Tahun Akademik : 2019/2020
Judul : "A Study on the Students' English Learning Strategies in Speaking Skill"

Mahasiswa tersebut benar-benar telah melaksanakan penelitian di Pondok Pesantren mulai tanggal 20 Februari s/d 29 Februari 2020.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Semarang, 20 Februari 2020

Dr. Mohammad Nasih, M.Si.

APPENDIX II

FIELD NOTE OF OBSERVATION

Informant : Dr. Mohammad Nasih, M.Si *Alhafidz*, the chief of Islamic boarding school (Pengasuh Pondok Pesantren)

Place : The office of Islamic boarding school Darr Alqalam

Date : Thursday, 20th February 2020

Time : 03.45 p.m.

On 20th February 2020, the researcher went to the Islamic boarding school of *tahfidz* Darr Alqalam, the researcher met one of the student. The student asked to the researcher to meet *Abah Nasih* as the chief of Islamic boarding school Darr Alqalam. Luckily, *Abah* Nasih was in the office of the boarding. Sometimes, *Abah* Nasih is back to Semarang at Friday morning, because he is a lecturer in the Jakarta.

Then the researcher met *Abah* Nasih. At that moment the researcher gave and explained about observation letter. Then he gave the permission to the researcher to conduct the research in the boarding. *Abah* Nasih explained about the condition of the boarding and the learning activities. Learning activities in this boarding is informal and have unique thing, there is no a teacher like in the school or campus, but the learning activities was in peer

and the tutor is their friend. So the students felt free to ask with their friends when they find the difficulties about the learning materials.

Also the other unique is in this boarding is between male and female *santri* there doesn't separate when the learning activities. Due to, making the students familier to socialize between male and female *santri*, to treat them to care and understand each other's conditions and unsurprised when they become a leader, in accordance with the vision of this boarding school, educate the students become the leaders in the future. *Abah* Nasih also said that students in boarding class can speak English well compare with the student in another class. After getting those information from her the researcher would conduct the observation in the boarding. After got the permission and data from *Abah* Nasih the researcher said thank you and would do the research soon.

Informant : Ministry of Language
Place : The Building of Islamic Boarding School
Date : Saturday, 22 February 2020
Time : 05.00 p.m.

The researcher came in Islamic Boarding School of *tahfidz* Darr Alqalam at 05.00 p.m. and formerly the researcher met with the ministry of language. The minister of language (*mentri bahasa*) explained the learning activities, especially in English, “every active day after isya, we (language ministers) give 5-7 vocabularies related to the our daily lives. Usually we were given 30 minutes by the minister of education (the ministry who arranged the learning activities in the boarding). We accompany the students in the English learning activities by repeating vocabularies or conversations or sentences that have been memorized by the students, in pairs or individually. We only supervise and give direction. After that, we asked the students to memorize some vocabularies, arrange it into the sentences or conversation, and meeting us after they have done memorize it.”

After chatted with the language minister and got an overview of English learning activities in the Islamic boarding schools. Then the researcher observe English learning activities guided by the Minister of Language. The activity starts at 07.30 p.m or after pray isyaa. The

activity takes about 30 minutes. Before opening the class, the members of language ministers prepare some learning materials such as markers, white boards and some pictures. This learning activity begins with the greeting from language of ministry, the asking the students condition. Then the minister of language tried to review some vocabularies that have memorized by students with pointing randomly.

The language minister asks students who have been appointed to practice the conversation. The conversation is conducted with the minister of language or with their friends. Then the language ministers corrected the pronunciation, the use of the words, etc. After reviewed the vocabularies, the language ministers give the new vocabularies around 5-7 words, then asking them to memorize and make sentences or conversations based on the vocabularies. The learning activity end at 08.00 p.m, the observation today was over. The researcher said thank you to the language minister for her helps on this day.

Informant : Student
Place : The Building of Islamic Boarding School
Date : Monday, 23 February 2020
Time : 09.00 a.m.

The researcher came to the boarding at 09.00 am. The researcher met with a female student and chatted with her. The student explained that the learning process is about giving vocabulary for their daily activity. The students memorized and made the sentences or dialogue based on the vocabularies. After that they have one day to memorize in front of the member of language department. The student also said that the students in boarding house should speak English when in the learning activities or on the 1st floor, if they didn't use it they got punishment.

One of the punishments is standing while recite holy qur'an one chapter (juz) in front of the male boarding, if the mistake are made by the female santri and vice versa. She also said that another program in boarding house are dialogue about daily conversation, grammar class, debate class and some speaking contest, like storytelling, speech contest, etc. The researcher said thank you for the information. The students said that the schedule on the English learning activities is active day every after pray isyaa.

APPENDIX III

INTERVIEW RESULT

Date : Monday, February 24th 2020
Resource : Atikah
Interviewer : Fitrotun Nisa
Place : Boarding House.

This meeting between and the student in Islamic boarding school Darr Alqalam, she is the leader of female boarding. The researcher interviewed the students. The dialogue seen in the following text:

The researcher : Assallamu'alaikum
The student : Wa'alaikumsalam mbak Nisa. Is there something mbak?
The researcher : Yes dek, last time I met *Abah* and ask permission to do reseach in this boarding. Well dek, I wanna ask some questions about how about the learning activities in this boarding Have you got the time?
The student : Yess mbak. Alhamdulillah I'm in the free time.
The researcher : Alhamdulillah, nice to hear that. Last time I asked to *Abah* Nasih about the learning activities. Abah said that the learning activities

are informal. Could you tell what the meaning of informal class in this boarding?

The student : Well mbak, our learning activities especially in English just memorize some vocabularies and there is grammar class but only one hour once a week.

The researcher : The vocabularies given by the teacher?

The student : No, mbak. The vocabularies given by the ministry of language.

The researcher : Hmm like that. what time the ministry of language gave all of you the vocabularies?

The student : The vocabulary class was on the every active day exactly after we prayed *isyaa* mbak, or 07.30 p.m. Because on the weekend we have brush up (*muroja'ah*) our memorize of holy Qur'an.

The researcher : There is any punishment when the students didn't speak English?

The student : On our boarding, if didn't on learning activities or when no stay on the 1st floor, we are free to speak *bahasa* or our local language, mbak. But when in learning activities or on the 1st floor or the learning center, we asked to speak English. Although by using mixed language. If we

didn't speak English on that place then the minister of languages know it, they will remind us once. If we still speak *bahasa*, they will give us the punishment. The punishment is standing while recite holy qur'an one chapter (juz) in front of the male boarding, if the mistake are made by the female *santri* and vice versa”

- The researcher : How about the program in this boarding?
- The student : We have an agenda once for four months it's called "Language Festival Day". Well LFD is English competition there are Speech contests, Storytelling, debates, and drama. The event usually takes 2 to 3 days. The goal is to improve our speaking skills
- The students : What a great activities!! But I wanna ask you again, how about your strategies in learning English?
- The researcher : I usually do it with my friends. Because I and my friends can't do it alone. Sometimes I ask my friends to help me memorize vocabularies. And my friend asked me to pay attention with her vocabulary. But before it, we look for a quiet place first
- The researcher : And how about the pronunciation?

- The students : The members of the Minister of Languages are selected students, those who have good English skills. So the minister of languages won't give us the carelessly vocabularies. They usually look for pronounce in the dictionary first, by using the oxford dictionary or Hasan Sadili dictionary. So when they give vocabulary to the students the pronunciation was exactly correct.
- The researcher : It's speaking right? How's about your grammar or writing?
- The students : Well, mbak, we are usually weak in the grammar and writing. Even though the grammar was taught once a week, but it's only one hour. That's not optimal and we only focus on the improving of speaking skill. when we wanna to speak something, we just say it and don't care about the grammar. Sometimes we also mix the languages. Likes, "I want to buy some *mendoan*" or "*Kemarin*, I met my friend in the market.
- The researcher : Hmmm yes I see. Thanks for the information, Atikah.
- The students : Not at all, Mbak. I'll go first mbak.

Date : Monday, February 24th 2020
Resource : Yusuf
Interviewer : Fitrotun Nisa
Place : Boarding House

. The researcher interviewed one of the students from Islamic boarding school of *tahfidz* Darr Alqalam. He is a leader of male boarding. The dialogue seen in the following text:

The researcher : Assalamu'alaikum.
The student : Wa'alaikumsalam mbak. Good morning, mbak, *long time no see!*
The researcher : Morning dek. Yes we never see each other for 2 weeks, right? Well, I want to ask you about the vocabulary class from language department, can you explain me about it?
The student : Our learning activities aren't like in the school. Our learning activities was informal, it's only the students are given some vocabularies from the language ministry. Then we should memorize it and make the sentences based on the vocabularies.
The researcher : Ohh I see, then what your strategies to memorize those vocabularies?

- The student : We have time to memorize the vocabularies at 21.30 a.m after all of the learning activities ended until before we pray *Maghrib*. If we memorized the vocabularies and met the minister of language after pray *Isyaa* we will get punishment. The punishment is standing while recite *Surah al-Waqiah* in front of the male boarding, if the mistake are made by the female *santri* and vice versa. I prefer to memorize vocabularies before *Fajr* or at *Tahajud* time. Due to at the time still quiet and some of *santri* still sleep, so it's good to memorize something.
- The researcher : When in the crowded condition can you memorize the vocabularies? Or by listening music can you?
- The student : No. I can't. But when I am in a free time, I always listen to the English song. Sometimes I look for the lyrics then translate it, mbak.
- The researcher : Waww great innovation, and how about if you want to make the sentences. Last time I heard that there is no more grammar class? Only the language department gave some

vocabularies and ask the student to memorize it, how about it?

The student : If we got some vocabularies from the minister of language, actually we didn't just memorize the vocabulary then finish. We must be able to change the vocabs into some sentences or conversation. Then the minister of language corrected it. If we used the wrong words in the conversation, they will correct it as soon as possible. In addition, to make our memories strong, sometimes the language of ministers asked us to repeat the vocabularies. I usually make sentences or dialogue that relate to our daily life, so it's easier to memorize. Language minister also gave us the popular quotes, like don't be wishy washy, the meaning is "*jangan plin plan*". From it we know that wishy washy is "*plin plan*"

The researcher : How about to check your pronunciation?

The student : Before I meet the language minister, I usually asked my friends who in my opinion has good English skills to pronounce some vocabularies have given by language ministers. After that I asked him to listen my

memorization. I saw the electronic dictionary on the laptop or smartphone first to correct my pronunciation. Sometimes I also search on the Google translate, cause there is an audio there. Then I tried to repeat and repeat again, because as we know that we can't talk right at the first time.

The researcher : Good! Thanks for your time

The student : You're welcome

Date : Tuesday, February 25th 2020

Resource : Endah

Interviewer : Fitrotun Nisa

Place : Boarding House

The researcher : Assalamu'alaikum, Dek. May I have your time for a second?

The student : Wa'alaikumsalam. Yes, of course Mbak.

The researcher : Thanks, Dek. Well, what is your strategy to memorize the vocabularies?

The student : I often memorize the vocabularies at the noon in the boarding. because at the time the boarding so quite. Because in the afternoon, many students still on the campus. Luckily, this semester my schedule was in the morning. In the other hand, I also use the synonym or the same word, like between ancient and old fashioned, the meaning is *kuno*. If I have found the new word, I will look for the same word or same meaning, to add my vocabulary need. Sometimes I look for the synonym or the same pronounce likes enough, though, etc.

- The researcher : How about your way to make a sentence, I think the language minister just give the vocabularies and memorize it, right?
- The student : I'm looking for the topics that were easy when I learn to speak, like the daily conversation we often use on the boarding. Because every day, I memorized it and used it then we master it.
- The researcher : Dek, what do you think about language festival day?
- The student : Ohhh LFD was speech competition, mbak. This competition held once for 4 month. Because in our boarding every 4 months, members of the language minister will change to the other students who have an ability in English well. So this competition also an evaluate from the language minister during their period. This evaluation is about the students' English ability especially in speaking has improved or not, and LFD is the most waited moment for us. Because we can explore our speaking ability and we can know our speech ability.

The researcher : Do you have some problems in the pronunciation? If you have what is your strategy to solve it?

The student : Yes I have. I usually asked my friend to listen my memorization or the language ministers to correct my sentences when they are in the free time. Because I think if the pronunciation is correct, it's easier to memorize and practice.

The researcher : Nice. Thanks for the time, Dek.

The student : My pleasure, Mbak.

Date : Tuesday, February 25th 2020

Resource : Diaz

Interviewer : Fitrotun Nisa

Place : Boarding House

The researcher : Assalamu'alaikum.

The student : Wa'alaikumsalam. Are you *mbak* Nisa, right?

The researcher : Yes dek. We never see ya. Cause I never taught in your group right?

The student : Of course Mbak. What you gonna do here *mbak*? May you need my help?

The researcher : Wahh *Alhamdulillah*. I need your time for a second, *dek*. May I?

The student : Yes you can *mbak*.

The researcher : Well, *dek*. Could you tell me your strategies to memorize the vocabularies from the language ministers?

The student : When I memorize the vocabularies I do it alone far from my friends. I Usually looking for a quiet place, like on the 4th floor, because if there are many friends I can't concentrate, *mbak*. Sometimes I use pictures to make me more understand, *mbak*. For example "Time is like a sword" the meaning

is *waktu itu bagai pedang*. I draw a sword to remember it.

The researcher : How great you are. What is your strategy to improve your English skill?

The student : I always use pictures to remember the vocabularies, like pious the meaning is *sholeh*. So I draw a hand some boy wear cap. By using picture, we can easier to describe something in English and make us more creative. Also, when I studied, I often found some sentences or words that I don't understand. Then, I will write the words in my small book and look for the meaning. After that, I will try to make the sentences or paragraphs based on the words.

The researcher : I wanna ask you about the pronunciation, what is your strategy to make sure that your pronunciation are correct?

The students : Pronunciation is a bit difficult thing for me, so I usually asked my friends who know or smarter in English than me to listen my memorization or I asked the language ministers to correct my sentences when they in free time. Because my friends told me if

- the pronunciation is correct, it's easier to memorize and practice. Sure I believed it"
- The researcher : Is there any obligatory for students to speak English in the daily activities?
- The student : I think there is no, mbak. But in everyday we try to use English in our daily conversation. Meanwhile English only use when the learning activities or when we in the 1st floor. Because when we have learning activities or when we stay on the 1st floor we should use English. We can't use bahasa, *Insyaallah* every vocab is used in our daily lives. Although in the other learning activities on the 1st floor is not too required to speak English. But we like to speak English in the daily conversation.
- The researcher : What do you do to improve your English skill?
- The student : I often watched the Hollywood movies used English subtitle. When I found some difficult words that I never heard before. I will write in my small book after finished watching movie, I will look for the meaning. It's very nice because I got more new vocabularies. I

also liked listening to the English songs. Sometimes when I found the favorite song, I will hunt the lyric and translate into Bahasa. Then I wrote these words in my vocabularies book.

The researcher : Nice explanation, *dek*. Thanks

The student : You're welcome, *mbak*. Keep spirit for your study.

The researcher : Ohhh Thousand Thanks, *dek*.

Date : Wednesday, February 26th 2020

Resource : Syirojul

Interviewer : Fitrotun Nisa

Place : Boarding House

The researcher : Assalamu'alaikum.

The student : Wa'alaikumsalam.

The researcher : Well, *dek*. Today I want to ask you about your strategies to improve your English skill?

The student : After given the vocabularies by the language minister, I tried as much as possible to memorize it. I tried to apply in my everyday life, especially when talking to my friends on the boarding. Also, before I meet the language minister, I usually write some keywords or write some words to help my brain easier to remember the vocabulary. Sometimes I also use synonym or grouping the vocabularies. For the examples are animals, *mbak*. As we know that animals are very much, so we give their name and grouping it, from their food, live, character, etc.

The Researcher : What do you do before met the language department?

The student : Before I meet the language minister, I usually asked my friends who in my opinion has good English skills to help me pronounce the vocabullaries. After that I asked him to listen my recitation. For the pronunciation, I look for in the dictionary first. Then I said it many times or checked in the Google translate.

The researcher : Do you have any difficulties in learning English?

The student : Yes, I have *mbak*. We are usually weak in the grammar and writing. Even though there is grammar class but it's only 1 hour once a week. That's not optimal and we only focus on the improving our speaking skill. When we want to speak something, we just say it don't care with the grammar. Sometimes we also mix the languages. Likes, "I want to buy some *mendoan*" or "*Kemarin*, I met my friend in the market. But I like when I memorized some vocabularies to the minister of language, sometimes they asked me to make the sentence spontaneity. If there is

uncorrect grammar of pronunciation, they will correct it well.

The researcher : What do you to improve your English skills?

The student : I usually watched a hollywood movie didn't use subtitles or by using English subtitles, if I don't know what it means, I will write and look for the meaning later. When make a sentence or daily conversation, I never care about the grammar or the pronunciation. I felt free of it, due to in the boarding there is no more materials about grammar or pronunciation. So we just speak something in own way

APPENDIX IV

DOCUMENTATIONS



(Tutor gave some vocabularies)



(Grammar Class in the boarding)



(Qur'anic English Theater, Language Adventure Day)



(English Poetry, Language Adventure Day)



(Singing Bilingual Song, Language Adventure Day)



(English Debate Competition)



(English Debate Competition)



(Storytelling, Language Adventure Day)

CURRICULUM VITAE

1. Personal Details

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Student's Number : 1503046061
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2. Formal Educations:

- a. RA Masyitoh Kluwan Penawangan, graduated in 2004
- b. MI Asrorul Islam Kluwan Penawangan, graduated in 2009
- c. MTs Asrorul Islam Kluwan Penawangan, graduated in 2012
- d. MA Salafiyah Kajen Pati, graduated in 2015
- e. Education and Teacher Training Faculty Walisongo State
Islamic University Semarang

3. Informal Educations:

- a. Pondok Pesantren Tahfidz Syirojuddin Kluwan, Penawangan
- b. Pondok Pesantren Mansajul Ulum Cebolek, Margoyoso, Pati

c. Pondok Pesantren Tahfidz Darr Alqalam Ngaliyan,
Semarang

This is to state that above information is true and provided here by
me, all in good faith.

Semarang, 12 Mei 2020

Sincerely,

Fitrotun Nisa

